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ABSTRACT

This report describes a project designed to develop teacher-education materials for use in preparing teacher-coordinators for cooperative occupational programs and for cooperative programs for the disadvantaged. Project materials included multimedia programs (slide/tape presentations combined with student notebooks) and simulated cases. The simulated case technique provided decision-making exercises in a setting where there was opportunity to discuss alternative actions without incurring the risks of a real-life situation. Field testing was built into the project. The materials were used in both graduate and undergraduate courses relating to cooperative programs and coordination techniques, and student-suggested clarifications and changes were reviewed for incorporation in program revisions. The instructional materials developed should be effective in providing inservice as well as preservice training for teacher-coordinators. (MF)

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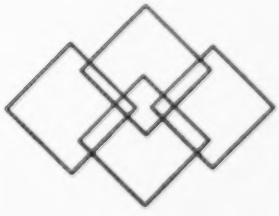
1972
Final Report

The Cooperative Vocational Program

Multi-Media and Simulated Cases

for

Pre-service and In-service
Development of Teacher-Coordinators



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(Produced at Michigan State University in cooperation with Michigan State Department of Education, Division of Vocational Education and funded under Part G of Vocational Education Amendments 1968)

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Elaine Tuke

Project Director

MULTI-MEDIA PROGRAMS AND SIMULATED CASES FOR PRE-SERVICE AND IN-SERVICE DEVELOPMENT OF TEACHER-COORDINATORS FOR COOPERATIVE PROGRAMS SERVING DISADVANTAGED AND VOCATIONAL STUDENTS

by Elaine F. Uthe
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INTRODUCTION

The cooperative method of instruction is specifically designed to assist the student in bridging the gap between school and work by correlating instruction with application on the job. The cooperative method involves the student in both a part-time job and related instruction while he is also enrolled in other required academic courses. This interweaving of a meaningful work experience with formal instruction enables the student to apply his learning in a realistic setting and affords him an opportunity to acquire needed job knowledges, skills, understandings, and attitudes. The cooperative program assists the student in making the transition from being a student to becoming a productive adult worker; it is especially useful as an educational tool in the area commonly referred to as "worker adjustment."

Furthermore, the cooperative program approach was singled out in the Vocational Education Amendments of 1968 as a category for funding; it was recognized by the National Advisory Council for Vocational Education as one of the most successful methods of providing vocational education to a wide variety of students. The cooperative program approach seems to be particularly well suited to serving the individual needs of the students while they are enrolled on the program. It also seems to meet their needs in terms of job placement after graduation and for relatively long, continuous periods of employment. Consequently, the Amendments of 1968 specified two objectives for the cooperative program approach:

(1) initiation of new cooperative programs and the expansion and improvement of existing programs, and

(2) provisions for serving a more diverse and larger group of the population--specifically the disadvantaged students.

THE PROJECT

This project was designed to develop teacher-education materials for the development of teacher-coordinators for cooperative occupational programs and for cooperative programs for the disadvantaged. The materials relate to two specific topics: (1) coordination techniques and (2) individualized related instruction. The materials may be used for pre-service and/or in-service development, and they may be used in either an individual study carrel or with class groups.

The project materials include multi-media programs (slide/tape presentations combined with a student notebook) and simulated cases (See a later section for a description of the simulated case technique).

The Teacher-Coordinator

The teacher-coordinator is the pivotal factor in developing and maintaining a high-quality cooperative program in any occupational area. The development of teacher-coordinators, therefore, should include:

(a) principles and philosophy of using work as an educational tool,

(b) principles and philosophy of vocational education,

(c) procedures for organizing and operating a cooperative program,

(d) techniques for coordinating and designing related instruction,

(e) recent relevant and related work experience in the specific occupational cluster in which he is teaching and coordinating.

While the learning of "theory" is essential, some system for providing realistic "experiences" during the learning process should be

included. These project materials are an attempt to inject those realistic decision-making trials into the preparation of teacher-coordinators (or for the in-service development of experienced coordinators. Some of the multi-media materials are, of course, informational in nature, although great effort has been made to involve the learner in an active role during the instruction.

The Coordination Call

Coordinating may be defined as the process of persuading two or more persons to act together in a smooth, concerted way. These words very aptly describe the nature of the coordination calls made by the teacher-coordinator.

The major purpose of the coordination call is to permit three parties--the supervisor, the student, and the teacher-coordinator--to join together in a common plan of action, to act together in a smooth way, and to cooperate in the development of an efficient, knowledgable worker. At times the coordination call involves a two-party communication between the teacher-coordinator and the job supervisor at the work station or between the teacher-coordinator and the student-learner in the related instruction class. Preferably, the coordination call is a three-way communication experience between the teacher-coordinator, the job supervisor, and the student-learner. In either experience, the teacher-coordinator is the vital link in the "cooperative" method of instruction--the communication link between the job experiences and the in-school related instruction.

Coordination responsibilities fall into three major categories: (1) administrative calls, (2) placement calls, and (3) student-oriented

calls. Although it is easy to define these types of coordination calls, a precise division does not usually exist in practice as the teacher-coordinator may have more than one purpose for making a specific call.

The administrative calls may involve these and many other objectives:

(a) evaluating the firm as a work station in general

(b) selling the cooperative program to the firm

(c) developing good public relations for the program

(d) collecting suggestions for curriculum and instruction

(e) researching trends and issues

(f) developing training expertise of job supervisor

The placement calls involve (a) evaluation of a specific firm as a suitable training station for a specific student and (b) developing a Training Agreement and a Training Plan with that firm for the student. Also, during the placement calls the coordinator (c) works with the job supervisor in developing an understanding of the purposes of the cooperative program and a positive attitude toward young, beginning workers.

The student-oriented coordination calls may have many purposes, such as observation of the student at work, evaluation of his progress, and handling "problems."

The teacher-coordinator must be adept at eliciting information through interviewing and observing during any type of coordination call. An evaluation call in which the coordinator does no more than ask the job supervisor for a general statement about the student's progress does little to provide the coordinator with viable information for assisting the student in improving. Therefore, the teacher-coordinator must be skillful in asking appropriate questions and in pinpointing and interpreting the comments of the job supervisor (and the student). Such questions should be

logically tied to the Training Plan, the student's job tasks and duties, and the related instruction. Specific instances should be elicited from the job supervisor to illustrate "good" and "weak" points about the student's progress. Evaluation should be continuous--that is, sought at almost every coordination call; however, there should also be a periodic evaluation made--one that covers a longer span of time and that looks at the prior achievement and the amount of growth.

The observations made (either the comments from the job supervisor and/or other workers or the visual observance of the student) during the student-oriented calls provide a focal point for the coordinator's effort to provide realistic, relevant, job-based related instruction at school. Although job supervisors identify weak areas of the student-learner, the coordinator needs to actually physically observe the student-learner at work in order to design specialized training in overcoming these weaknesses. Therefore, the coordinator must become adept in making observations that are useful for instructional purposes--task analyses, motion analyses, job analyses, attitudes, etc.

The coordinator plans related instruction projects for the student-learner to complete at school (or in combination with the job) and then makes return calls to observe the student-learner applying the learning on the job. It is not sufficient for the coordinator to teach once, observe once, and then never comment about that particular topic again--neither is it sufficient to evaluate the student-learner on the basis of one visit per term.

The new coordinator needs as much knowledge about or experience in making these three types of coordination calls and the decisions about each type as possible during the teacher training period. Too, the experienced coordinator needs a refresher to review and upgrade his

coordination techniques periodically in order to maintain a high-quality program.

DEVELOPMENT OF THE PROJECT MATERIALS

The project began in September, 1970, with a preliminary stage to further develop the design of the project and ended on June 30, 1972, with the final revisions of the multi-media programs and the simulated cases.

Areas of Concentration

During the proposal stages three areas or functions of the teacher-coordinator were singled out for special emphasis in the teacher-education materials:

(1) diagnosis and analysis of students during recruitment time,

(2) analysis of the student in the job setting, and

(3) design of individualized related instruction based on the coordination calls and observation.

In addition, several programs were especially designed for teacher-coordinators working with the cooperative programs for the disadvantaged, although many of the same coordination techniques are employed in these programs as in the cooperative occupational programs.

Finally, the areas of concentration are supported by both informational-type programs and by application exercises such as decision-making trials.

Guidelines for Determining Format for Materials

During the initial phases of the project, several guidelines were developed to assist in determining the instructional techniques and the format:

(1) The materials should be programed as much as possible for use in either an individual study carrel or by an instructor other than the project director.

(2) The materials should simulate realistic coordination situations as much as possible. For this reason, the simulated case technique was selected as one of the instructional tools in this project.

(3) The materials should provide as much active participation as possible for the learner, especially in the form of "hands on" experiences in making decisions and interpretations. Therefore, although some of the programs are instructional in nature, they include a self-administered quiz, a written exercise or two, a decision-making trial, or a combination of all three. In some programs the entire emphasis is placed on the decision-making trial.

(4) The instructional programs should be planned with the most effective media possible (within cost limitations). The use of slide-tape presentations seemed to be most effective although "motion" could have been used in two of the programs.

The project materials, therefore, include slide-tape presentations supported by a student notebook, some audio tapes supported by the notebook materials, some reading materials, and instructor's manuals.

Input

Before any specific topic was selected, the project director and the staff reviewed articles, textbooks, state plans and guidelines, and research projects to discover specific areas of teacher-coordinator training for a potential topic.

Although many projects start with a questionnaire survey which is sent to a relatively large number of individuals, the "idea-gathering" research for this project was largely channeled or directed to "individual opinions." Furthermore, much of the research was conducted at the local school sites by tape recording interviews with teacher-coordinators, vocational directors, and school administrators. The interviews

were deliberately unstructured so that the individual had a free rein in expressing his own ideas, although some key questions were asked in each interview. The tape recording of the interviews apparently did not inhibit the interviewee's sharing of ideas.

The major objective of the project was to build simulated cases to provide a "different" version of teacher-education materials. However, it was also necessary to build some "enabling" materials--some programs to provide theory, for instance. Therefore, the first program is entitled "What is a Cooperative Program?" The second one explains the "Program for the Disadvantaged." Three slide-tape presentations outline the functions of the coordinator through an explanation of the forms used by the coordinator in recruiting and selecting students, job placement, observations, evaluation, and others. The simulated cases focus on the recruitment and selection decisions and the job problems of the student.

A set of nineteen forms were prepared to fit the project and the simulated cases.

At the beginning of the second year of the project, another round of interviews with teacher-coordinators and others was used to gather further input. This interviewing procedure was often used throughout the development of the simulated cases to check on the "truthfulness" and "realism" of the case and to provide additional input and ideas for revisions.

Specifications

After a tentative list of topics for the project was determined, specifications for each program were made in terms of general objective(s), outline of major ideas, the media form, the instructional format, and the need for exercises, tests, and self-evaluation procedures.

Production

During the first year six slide-tape presentations were fully developed, with projections for additional ones. The project staff worked closely with the Instructional Media Center at Michigan State University and employed the services of a script editor, the graphics department, and the sound recording studio.

An additional three slide-tape presentations were developed in the second year, in addition to a special audiotape/reading program. Throughout the second year much emphasis was placed on the development of the notebook materials and on field testing the materials.

Throughout the two years of the project a series of seven simulated cases were developed and field tested.

Field Testing the Project Materials

Two stages of field testing were built into the project: (1) preliminary field testing and (2) classroom field testing. In the preliminary field testing either the staff and/or outside individuals reviewed the materials for accuracy, quality, content, and effectiveness in conveying the idea. The obvious inconsistencies were revised immediately.

The classroom field testing was conducted by Dr. Norma Bobbitt, Home Economics Education, College of Human Ecology, Michigan State University, and by Mr. Wells Cook, Teacher-Educator, Business and Distributive Education, Central Michigan University. The project director also used the materials in an undergraduate course at Michigan State University.

The materials were used in both graduate and undergraduate courses relating to the organization and administration of cooperative programs and coordination techniques. The students in the three classes represented a variety of occupational programs--agriculture, distributive education,

office occupations, health, home economics, trade and industry, etc. The examples used in the teacher-education materials were all from the office occupations area, but this fact did not present a problem to the others in understanding the coordination techniques. When exercises required occupational or technical content, each student simply worked within his own occupational speciality.

The class groups, and those involved in individual viewing, were asked to point out errors, identify areas which were not clear, and suggest additions or deletions. The two instructors were asked to make suggestions for revisions affecting content, quality of presentation, and effectiveness in instruction.

All the suggestions were carefully reviewed and formed the basis for corrections and revisions made during spring term, 1972.

Some of the advantages of the multi-media programs are:

(a) provide instruction in an efficient, effective way.

(b) enhance the textbook theory and instructor lectures.

(c) provide a visual as well as an audio method of instruction.

(d) are useful in make-up work.

(e) encourage individual learning.

(f) provide a variety in learning methods.

Some of the advantages of the simulated cases are a result of the "different" approach to learning. They provided decision-making opportunities in a controlled learning situation. They provoked discussion and an exchange of ideas. In the classroom situation the simulated cases provided a common base for an interchange of ideas. The comments of two students seemed to sum up the feelings of the groups after the simulated

cases ended: (1) "ties together the pieces in a realistic way," and (2) "are an intriguing, stimulating way to apply theory." The instructors made comments about the amount of interplay and interest in the class discussions and about the effectiveness of the simulated case technique in applying theory. At the end of the simulated cases, one student made an interesting observation: "Now I see the reason for the forms!"

Revised Project Materials*

Following the field testing, the slide-tape presentations, the audio tapes, and the notebook materials were revised, although in many cases the revisions were minor ones. The materials include:

9 slide-tape presentations

6 simulated cases with audio tapes

1 simulated case in paper-and-pencil format

1 reading/listening exercise with audio tape

Student Notebook, Volume I Coordination Techniques (120 pages)

Instructor's Manual, Volume I Coordination Techniques (78 pages)

Student Notebook, Volume II Instructional Planning (104 pages)

Instructor's Manual, Volume II Instructional Planning (54 pages)

The Student Notebooks include the written exercises, the quizzes, samples of the coordination forms, and the working papers for the simulated cases and exercises. There is a limited amount of reading material, also.

The Instructor's Manuals include the scripts for each slide-tape presentation and each audio tape that accompanies the simulated cases. They also include teaching suggestions and answer keys.

THE COOPERATIVE PROGRAM FOR THE DISADVANTAGED

Several programs relating to the cooperative program for the disadvantaged were developed. The input for these programs involved extensive

*Detailed description of materials is given at end of report.

interviewing of teacher-coordinators, vocational directors, and school administrators using the tape-recorded interview procedure. In addition, input was gained through participation at two state-funded conferences about the cooperative programs for the disadvantaged and through a small sample questionnaire survey.

The questionnaire survey had restricted usefulness in building the teacher-education programs for this project; however, several comments from the open-ended questions illustrate effectively the problems of the teacher-coordinator for the cooperative programs for the disadvantaged. (1) "My biggest problem was the fact that these students needed more individual attention. I had to revise my own thinking and expectations"--comment by a first-year teacher-coordinator. (2) "Realizing that the students he is working with are not retards and freaks, but people, many of whom, when placed in a work situation can do a fine job; must not forget that there are winners and losers in every contest and that every job placement will not necessarily pan out"--comment about the problems from another beginner.

An expertise in coordination techniques, a thorough understanding of the purposes and processes of the cooperative method of instruction, plus attitudes like those expressed above--these necessities provided the basis for the teacher-education materials for the program for the disadvantaged.

Traditionally, the cooperative vocational programs have tended to "select in" those students who had a definite career interest in a specific occupational area and who had the necessary prerequisite job skills and attitudes. The student who is "disadvantaged," however, is usually the

one who is most likely to be selected "out" of the cooperative vocational program--and the regular vocational education courses.

The student who is disadvantaged, of course, has a greater potential for improvement--he has more needs! Although he has more needs, he also needs a somewhat different treatment. The cooperative method of instruction through its combination of work and related instruction and its emphasis on individualized learning, should be able to use work effectively as an educational tool. The teacher-coordinator must interweave school and work by assisting the student in three ways:

(1) acquiring a job,

(2) staying on the job, and

(3) acquiring job skills and training for a specific occupational objective.

One of the most important objectives of the related instruction for the cooperative program for the disadvantaged is to assist the student in making attitudinal adjustments to the world of work and to school so that he makes realistic, relevant decisions about his future occupational interests and needs.

While there are many differences in operating and coordinating a cooperative vocational program and a cooperative program for the disadvantaged, there are also many similarities. Therefore, most of the project materials provide insights for both types of programs. Three special programs were developed here, however, that relate specifically to the program for the disadvantaged (however, interestingly enough, in our field testing all of the potential teacher-coordinators were involved in these special materials and appeared to derive many benefits from them.)

"The Program for the Disadvantaged" is a slide-tape presentation that describes the program structure, the program objectives, the type

of student selected, the level of content, placement guidelines, and enrollment criteria. This program was field tested in the courses as described above and in the field test section of this report. Furthermore, the content was used in a speech by the project director at a state conference for teacher-coordinators for the disadvantaged; the simulated case descriptions of 12 students was also used during small-group discussions at the same conference.

"Simulated Case A. 12 Students" was used by learners to make decisions about the enrollment of the individuals in the program for the disadvantaged. These decisions included determining whether or not the student was indeed eligible for the program, the priority for being enrolled, and the type of instruction needed if he were to be enrolled.

This particular simulated case is quite comprehensive and rather complex. The descriptions of the 12 students are "made up." They were validated for authenticity by interviewing a teacher-coordinator in an on-going cooperative program for the disadvantaged.

These student descriptions were used in two small-group discussions at the February 1972 Conference on Cooperative Education for the Disadvantaged in Michigan. They served as a "common ground" to start a discussion of coordination techniques--and especially the selection of students. From the discussions it was obvious that each participant did not "see" the same student although reading the same description. Because many of the participants were first-year teacher-coordinators (often with a limited knowledge of the cooperative method of instruction), the variety of topics discussed in connection with each student was extensive. Before the sessions were over, it was obvious that this simulated case technique

was an excellent one for provoking communication and interaction. The disadvantages might be the amount of time consumed and the need for the discussion leader to be adept in directing the communication and ending the discussion at an appropriate point. The advantages, of course, seem to outweigh these disadvantages, however.

"Simulated Case for Wayne" is a two-pronged case: (a) making decisions about Wayne's enrollment after studying his file and listening to a taped interview, and (b) making decisions when Wayne has a problem on the job.

The materials in this project only touch on the surface of the work that needs to be done in preparing teacher-coordinators for the cooperative programs for the disadvantaged, of course.

THE SIMULATED CASE TECHNIQUE

The simulated case technique employed in this project provides decision-making exercises for the potential and/or the experienced teacher-coordinator. This "making decisions" technique lies somewhere between "theory" and "real life."

The person studying to be a teacher-coordinator seldom has a chance to make decisions until he is out on the job as a teacher-coordinator. At that time each decision dictates a course of action from which there is no retreat--a situation that is often embarrassing, frustrating, and sometimes costly. Furthermore, the experienced teacher-coordinator who makes decisions as a matter of routine soon loses flexibility and creativeness in selecting alternatives for different individuals.

Both the experienced and the inexperienced teacher-coordinator profit by practicing the making of decisions in a setting where there

is an opportunity to discuss alternatives for action, all without incurring the risk of penalty or frustration as in a real-life situation.

The simulated cases take place in two different settings: (1) at the time that students are recruited and selected for the cooperative program, and (2) when the student is having a problem on the job.

An example of the first type of simulated case, the selection process, might involve Mary Lou. The potential teacher-coordinator receives Mary Lou's file (Application, Cumulative School Record) to study and then he listens to a taped interview between a coordinator and Mary Lou. At the end of the interview, he completes a form analyzing the interviewing techniques and analyzes Mary Lou's potential. He then makes a decision about whether to accept Mary Lou immediately, accept her conditionally, or reject her. Then he receives three teacher recommendations from Mary Lou and has a chance to change his decision if he wishes.

An example of the second type of simulated case, the job problem situation, might also involve Mary Lou. She is having a problem on the job and the supervisor calls the coordinator. The potential teacher-coordinator studies Mary Lou's file folder (previous forms, Training Agreement, Training Plan, Weekly Reports, etc.) and then listens to a taped interview between the coordinator and the job supervisor. He assumes the role of the coordinator in making decisions and in completing the written exercises at the end of the taped interview. Instructional decisions must also be made.

In both types of simulated cases the amount of discussion has been high. The quality of the discussion and the communication have been good in the field testing; the student's perceptions about the "role" of the coordinator have become much more realistic, apparently. A representative

comment from the students was "I really began to understand what it is that the coordinator does--and I think I would like to be involved."

THE FUTURE

These materials do not represent an entire teacher-education program for the development of teacher-coordinators, but they should prove to be efficient and effective for instruction in the areas which they covered. As teacher-educators become familiar with the content and try the materials, they should be able to improve them and to add other areas to them.

The simulated cases may serve as a model for the development of other specialized cases for use in the specific occupational clusters.

These materials may also be extremely effective in providing in-service training at conferences, in school districts, and/or in graduate courses as well as in the pre-service stages.

The use of these materials should free the teacher-educator and the students for in-depth study of additional areas.

Last but not least, the need for related instruction procedures and materials is great. These teacher-education materials have only touched on the surface (1) by discussing the philosophy of individualized related instruction in Program II-A and (2) by discussing the design of related instruction projects. Some occupational areas, of course, have already developed more related instruction materials than others, but there always remains the problem of new teacher-coordinators discovering these materials--and of <u>all</u> teacher-coordinators developing new relevant, related, and realistic related instruction projects to meet the needs of the individual student-learners.

DESCRIPTION OF THE PROJECT MATERIALS

Volume I. COORDINATION TECHNIQUES

I-A What is a Cooperative Program? Defines cooperative method of instruction. Discusses people involved, process, procedures, profits, and purpose of cooperative program. Identifies the career ladder concept, downtown laboratory, correlation of job experiences with related instruction. Contains 69 slides, 21-minute tape, test.

I-B The Program for the Disadvantaged. Presents the puzzle that is the cooperative program for the disadvantaged--identification of the disadvantaged, program objectives, criteria for enrollment, guidelines for job placement, structural patterns, and related instruction vehicle. Contains 70 slides, 24-minute tape, reading materials.

I-C SIMULATED CASE A. 12 STUDENTS. Decision-making trials in identifying students as disadvantaged, in making job placements, and in suggesting instruction. Follows I-B. Has 22 pages--no slides or tape.

I-D Forms for Recruitment and Selection. First in a three-part series discussing the functions of the coordinator by tracing the forms used in coordinating. Presents commonly used recruitment and selection forms and their purpose. Contains 47 slides, 14-minute tape, test, and sample forms.

I-E Forms for Job Placement. Second in three-part series discussing the functions of the coordinator. Focuses on job placement, including development of Training Plan. Contains 70 slides, 20-minute tape, test, and sample forms.

I-F Forms for Observation, Evaluation--and Review. Third in the three-part series relating to the duties and functions of the coordinator. Focuses on coordinator as he makes coordination calls, evaluation calls, and plans instruction. A detailed discussion on related instruction is presented in Volume II. Review the footsteps of the coordinator from recruitment to instruction time. Contains 54 slides, 17-minute tape, test, and sample forms.

I-G Interviewing Techniques. Briefly presents some guidelines for interviewing and gives good and poor examples. Introduces simple interviewing techniques which can be employed effectively the coordinator. Contains 10 pages of reading materials and a 20-minute tape.

I-H SIMULATED CASE B. Mary Lou at Recruitment Time. Decision-making case involving one student and her acceptance for the cooperative program. Case includes Mary Lou's completed Application form and Cumulative School Record. Coordinator (listener) reviews them while listening to a taped interview between coordinator and Mary Lou. Coordinator makes decision about accepting or rejecting Mary Lou. Then coordinator receives Teacher Recommendation forms--and has an opportunity to change former decision. Contains 12 pages of reading materials, 8-minute tape, decision making.

I-I SIMULATED CASE C. Betty at Recruitment Time. Same procedure as in Case B. Has 12 pages of reading materials and a 9-minute audio tape.

I-J SIMULATED CASE D. Wayne at Recruitment Time. Same procedures as in Case B and C. Has 15 pages of reading materials and a 9-minute audio tape.

VOLUME II. INSTRUCTIONAL PLANNING

II-A Individualized Related Instruction. Presents philosophy of individualized instruction as used in related instruction portion of cooperative programs. Discusses four assumptions about differences between students and provides examples. Contains 67 slides, 18-minute tape, written exercise.

II-B Related Instruction Projects--Use Job as Textbook. Expands on related instruction topic and discusses four levels of content. Presents format for related instruction projects, guidelines for developing them, and ways to use them in cooperative programs. Contains 54 slides, 12-minute tape, reading materials, and written exercises.

II-C SIMULATED CASE E. Mary Lou in Job Situation. Decision-making case involving Mary Lou after she has been on the job for several weeks. Coordinator is called in to handle a job-related problem. Case includes forms filled in during recruitment, selection, and placement time--and also includes Weekly Reports. Coordinator reviews Mary Lou's file and then listens to taped interview between coordinator and job supervisor. Contains 19 pages of reading materials, 8-minute tape, decisions, and written exercises.

II-D SIMULATED CASE F. Betty in Job Situation. Same procedures as in Case E. Contains 17 pages of reading materials, 8-minute tape, decisions, and written exercises.

II-E SIMULATED CASE G. Wayne in Job Situation. Same procedures as in Case E and F. Contains 19 pages of reading materials, 8-minute tape, decisions, and written exercises.

II-F Principles of Operations Analysis and Motion Economy. Begins to prepare the coordinator to observe skills and work habits while making coordination calls. Briefly presents principles of operations analysis and motion economy needed to revise task procedures and needed to plan instruction. Contains 47 slides, 10-minute tape, and reading materials.

II-G Application of Motion Economy Principles. Follows Program II-F but discusses the development of motion analysis charts, and gives guidelines. Observer then watches a worker performing a task and makes out the chart from the slides. Designed to emphasize the need to observe while making coordination calls. Contains 57 slides, a 9-minute tape, reading materials, and written exercises.